

2015-2016

IHE Masters Performance Report

University of North Carolina Greensboro



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

Master's degrees leading to initial "A" licensure or advanced competencies "M" licensure are offered by the School of Education (SOE), the College of Arts and Sciences (CAS), the School of Health and Human Sciences (HHS), and the School of Music, Theatre and Dance (MTD).

The SOE Department of Teacher Education and Higher Education offers an MAT (Masters of Arts in Teaching) for initial licensure in Elementary Education, English as a Second Language, Middle Grades Education, and Secondary Science and Social Studies, as well as an M.Ed. for advanced licensure in Elementary Education, Elementary Mathematics, Elementary Science, English as a Second Language, Middle Grades/Secondary English Language Arts, Middle

Grades/Secondary Mathematics, Middle Grades/Secondary Science, Middle Grades/Secondary Social Studies, Instructional Technology (on moratorium), and Reading. The Department of Library and Information Studies also offers Instructional Technology (on moratorium) and a post-baccalaureate certificate program in Special Endorsement in Computer Education.

The SOE Department of Specialized Education Services (SES) offers an M.Ed. for individuals who hold initial licensure in Special Education: General Curriculum. SES M.Ed. candidates who hold a teaching license in another area must take at least six semester hours of pre-requisites. Candidates who do not hold a teaching license must complete a post-baccalaureate licensure program prior to enrolling in the M.Ed. program.

The College of Arts and Sciences Department of Language, Literature and Cultural Studies offers an MAT and an M.Ed. in French and Spanish. The CAS Department of Classical Studies offered an M.Ed. in Latin, discontinued in Spring 2016, and the MTD Department of Dance and Department of Music Education offer an M.A. and M.M. respectively, all leading to advanced competencies licensure. The School of Education Department of Specialized Education Services and the Health and Human Sciences Department of Human Development and Family Studies jointly offer an M.Ed. in Birth-Kindergarten: Interdisciplinary Studies in Education and Development.

The M.A. in Dance Education; the M.Ed. in Birth-Kindergarten, Elementary Mathematics, Latin and Reading; and the MLIS School Media are approved as online programs. The post-baccalaureate certificate in Birth-Kindergarten and Computer Education, the post-baccalaureate licensure program in Special Education, and the post-masters certificate in School Counseling, are also offered online. Several programs are offered at off campus locations. In 2015-16 these included M.Ed. programs in Elementary Mathematics and Middle Grades/Secondary Mathematics.

All of the master's programs require a culminating initial or advanced competencies portfolio that demonstrates the candidates' meeting North Carolina graduate teaching standards.

Special Features of Master's Program

Master's coursework and clinical practice are aligned with state and national standards, as well as the UNCG Conceptual Framework: “The mission of professional education at The University of North Carolina at Greensboro is to ensure ‘Access to Opportunities through Teaching, Learning and Caring.’ This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.” All programs were reviewed and revised by 2010-11, in alignment with new UNCG Teachers Academy Conceptual Framework and with state and national standards. The unit was re-accredited by NCATE in 2015. Programs continue to use data to inform program self-study and improvement.

I. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

| Full-Time | | | | |
|----------------|--------------------------------|----|--------------------------------|-----|
| | Male | | Female | |
| Graduate | American Indian/Alaskan Native | 2 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 11 |
| | Black, Not Hispanic Origin | 6 | Black, Not Hispanic Origin | 23 |
| | Hispanic | 0 | Hispanic | 3 |
| | White, Not Hispanic Origin | 23 | White, Not Hispanic Origin | 93 |
| | Other | 2 | Other | 6 |
| | Total | 33 | Total | 136 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| Part-Time | | | | |
| | Male | | Female | |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 51 |
| | Hispanic | 1 | Hispanic | 3 |
| | White, Not Hispanic Origin | 23 | White, Not Hispanic Origin | 154 |
| | Other | 3 | Other | 9 |
| | Total | 30 | Total | 219 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 12 |
| | Hispanic | 1 | Hispanic | 3 |
| | White, Not Hispanic Origin | 3 | White, Not Hispanic Origin | 37 |
| | Other | 0 | Other | 3 |
| | Total | 4 | Total | 55 |

B. Program Completers (reported by IHE).

| Program Area | Graduate | | Graduate Licensure Only | |
|--------------------------------------------------------------------------------------------------|-----------|-----------|-------------------------|----------|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 16 | | | |
| Elementary (K-6) | 8 | 3 | | 1 |
| Middle Grades (6-9) | 6 | 4 | | |
| Secondary (9-12) | 9 | 2 | | |
| Special Subjects (K-12) | 13 | 9 | | |
| Exceptional Children (K-12) | 5 | | | |
| Vocational Education (7-12) | | | | |
| Special Services Personnel | 13 | 12 | 10 | 3 |
| Total | 70 | 30 | 10 | 4 |

C. Quality of students admitted to programs during report year.

| Measure | Graduate |
|---------------------------------------------------------------------------------------------------------------------|----------|
| MEAN GPA | 3.45 |
| MEAN MAT Electronic Rubric | 425.83 |
| MEAN MAT Written | N/A |
| MEAN GRE Electronic | 298.28 |
| MEAN GRE Written | 1,036.82 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 6.67 |
| NUMBER EMPLOYED IN NC SCHOOLS | 188 |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | |
| Comment or Explanation: | |

D. Scores of program completers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2014-2015 Program Completers Licensure Pass Rate | |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------|
| | Number Taking Test | Percent Passing |
| ESL | 9 | 100 |
| Elementary Education | 1 | * |
| MG-Lang Arts | 3 | * |
| MG-Math | 3 | * |
| Media Coordinator | 7 | 100 |
| Social Studies (9-12) | 1 | * |
| Institution Summary | 24 | 96 |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | | |

E. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number of Issued Programs of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|------------------------------|---------------------------------------------------------|-------------------------------------------------------------|
| Prekindergarten (B-K) | 0 | 0 |
| Elementary (K-6) | 0 | 0 |
| Middle Grades (6-9) | 0 | 1 |
| Secondary (9-12) | 3 | 6 |
| Special Subject Areas (K-12) | 0 | 6 |
| Exceptional Children (K-12) | 0 | 0 |
| Total | 3 | 13 |
| Comment or Explanation: | | |

F. Time from admission into the graduate teacher education program until program completion

| Full Time | | | | | | |
|-------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Graduate degree | 3 | 10 | 19 | 4 | 6 | 3 |
| Licensure Only | 0 | 0 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Graduate degree | 0 | 0 | 11 | 13 | 9 | 21 |
| Licensure Only | 0 | 11 | 1 | 0 | 2 | 0 |
| Comment or Explanation: | | | | | | |
